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ABSTRACT

Between May 5 and May 21, 1980, Northwest Attitudes, Inc. (NWAI) surveyed 2,042 students around Oregon about attitudes towards school, education, behavior and discipline. The students surveyed represented a random sample of students in grades 7 through 12 in Oregon's public schools. The questionnaire was a self-administered instrument completed by randomly selected students. The schools proportionally represented all areas of Oregon. Students completed the questionnaires with a NWAI staff member present who read standard instructions and who was available to answer questions. The questionnaire consisted of 41 closed-ended and five open-ended questions. Students were assured of confidentiality; conduct during the administration sessions and the quality of responses received indicate that the students took the survey seriously and responded in a thoughtful manner. This report is a summary of statewide results. Results are not given for all questions asked in the questionnaire. It is the intent of NWAI that this report serve to highlight the statewide data collected. (Author/GK)

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STUDENT ATTITUDES TOWARDS

SCHOOL, EDUCATION, BEHAVIOR AND DISCIPLINE

-- A STATEWIDE OPINION SURVEY

SUMMARY REPORT

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NORTHWEST ATTITUDES, INC.

August 1980

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INTRODUCTION

Between May 5 and May 21, 1980, Northwest Attitudes, Inc. (NWAI) surveyed 2,042 students around Oregon about attitudes towards school, education, behavior and discipline. The students surveyed represented a random sample of students in grades 7 through 12 in Oregon's public schools.

The questionnaire was a self-administered instrument completed by students randomly selected in 48 randomly selected schools. The schools proportionally represented all areas of Oregon. Students completed the questionnaires with a NWAI staff member present who read standard instructions and who was available to answer questions. Students took from 10 to 60 minutes to complete the questionnaire which consisted of 41 closed-ended and 5 open-ended questions.

Students were assured of confidentiality; they were directed not to put their names on the questionnaire and were told that no one at their school would see their questionnaires. Student conduct during the administration sessions and the quality of responses received in the questionnaires indicate that the students took the survey seriously and responded in a thoughtful manner.

This report is a summary of statewide results. Results are not given for all questions asked in the questionnaire. It is the intent of NWAI that this report serve to highlight the statewide data collected.

SCHOOL

Initially the students were asked how they felt about going to the school in which they were currently enrolled. The majority of the students gave moderately positive to indifferent responses (combining the categories of "liking it" and "it's so-so, OK") as illustrated by the table below.

TABLE 1
FELT ABOUT GOING TO SCHOOL

Love it	10%
Like it	42
It's so-so, OK	38
Don't like	6
Hate it	4

The percentages of those giving extreme responses were small. Ten percent (10%) said that they loved school, and 4% claimed they hated it.

There is an interesting relationship between the students' attitudes toward school and the sex of the student. The following table shows those differences.

TABLE 2

FELT ABOUT GOING TO SCHOOL/SEX

	Female	Male
Love it	13%	7%
Like it	43	40
It's so-so, OK	35	41
Don't like	5	6
Hate it	3	5

Females were more likely to feel positive about their school than were males. Thirteen percent (13%) of the females responded that they loved school; 7% of the males answered in the same manner.

The number of years spent in the community or at the school had no discernible effect on the students' feelings toward their school.

EDUCATION

The students were asked to evaluate the education they were currently receiving. The results are given in the table below.

TABLE 3
EVALUATION OF EDUCATION

Very good	13%
Good	51
So-so, OK	28
Poor	3
Very poor	2
DK	2

Again, the percentages of extreme responses were small. Over one-half (51%) of the respondents said that the education they were receiving was good. Twenty-eight percent (28%) indicated that they were receiving an "OK" or a "so-so" education.

After having evaluated their education, the students were asked the following: "If you had a choice, would you rather go to some other school or continue going to this one?" Sixty-two percent (62%) said that they would continue going to the same school. Twenty-one percent (21%) replied that they would rather go to some other school. Seventeen percent (17%) didn't know what they would do if confronted with the choice.

As might seem obvious, those students who felt negatively about school were more likely to say that they'd rather go elsewhere. Sixty-five percent (65%) of the students who said they hated school

would choose another school; only 4% of those who loved school would do the same. It is interesting to note, however, that 24% of those students who hated school would choose to remain at the school in which they were currently enrolled.

Students were also asked their opinions about the attitudes of other students toward education: "Most of the students I know at this school do not care about getting an education." Sixty-three percent (63%) said the statement was false, twenty percent (20%) said it was true. Sixteen percent (16%) were undecided.

FUTURE PLANS

The students were asked what they planned to do after finishing high school. The results are provided in the following table.

TABLE 4

PLANS AFTER HIGH SCHOOL	
Continue education	62%
Get job	16
Armed services	6
Other	6
Don't know	8

The majority of the students planned to continue their education. A higher percentage of females planned to do so (68% compared to 57% of the males).

How a student felt about school was related to the student's plans after high school. The more favorable a student felt about school, the more likely the student was to continue his/her education. Below are listed the relationships.

TABLE 5

PLANS AFTER HIGH SCHOOL/FEELING ABOUT SCHOOL

	Love it	Like it	So-So	Don't like	Hate
Continue education	78%	70%	56%	49%	26%
Get job	10	12	21	20	26
Armed services	4	5	7	6	18
Other	3	5	6	15	16
Don't know	4	6	9	11	13

Seventy-eight percent (78%) of the students who loved school planned to continue their education. Only 26% of those who hated school planned to do the same.

A statement that concerns both education and future plans was presented to the students: "This school does a good job of teaching me things I need for the future." A majority of the students (61%) marked the statement true, 26% marked the statement false, and 12% didn't know.

It is interesting to note the relationship between the students' attitudes toward their future needs and their satisfaction with the school in which they are currently enrolled. The following table illustrates these relationships:

TABLE 6

FUTURE NEEDS/SATISFACTION WITH SCHOOL

Good job teaching things I need	Go to other school	Continue at same school
True	38%	70%
False	48	18
Don't know	13	12

Seventy percent (70%) of those satisfied with their school believe that the school is doing a good job of preparing them for the future. Only 38% of those who would rather go to another school feel the same.

STRICTNESS

Three questions were asked about students' attitudes regarding the strictness of teachers and administrators. When replying to the general questions of how strict these people are, the majority of students said that, overall, the strictness was "about right". The table below shows the specific breakdowns.

TABLE 7
STRICTNESS

	How Strict?			
	Too Strict	About Right	Not Strict Enough	Don't Know
Teachers	13%	77%	8%	1%
Vice-Principal	22	69	5	2
Principal	18	72	7	1

It is interesting to note that only 13% find their teachers too strict, while 22% feel the same about their vice-principals.

There is a significant relationship between age and attitudes toward strictness of teachers. The following table illustrates these relationships.

TABLE 8

HOW STRICT TEACHERS/AGE

	Less Than 13	14-15	16-17	18+
Too strict	20%	20%	11%	5%
About right	77	74	79	78
Not strict enough	3	6	8	15

Looking at the "too strict" category reveals that there is a clear break between the 14-15 age group and the 16-17 group. Those students 15 and under were more likely to feel that teachers were too strict.

Finally, students were presented with the following statement: "This school would be better if my teachers would be more strict in class." Sixty-seven (67%) of the students marked this statement "False". Twenty percent (20%) marked it "True". Thirteen percent (13%) marked "I don't know". These results are consistent with the data presented above.

WHAT GOES ON IN SCHOOL

Students were presented with a shopping list of potential problems at school and were asked to check those that were actually problems. They were then asked to decide which ones were the first, second and third most serious. Next, for each of the three problems chosen, students were queried as to how often it occurred, who should solve it, what was the usual outcome and, finally, what in their opinion should be done. Table 9 below displays all possible choices given to students and the percentage of students that selected each.

TABLE 9
PROBLEMS AMONG STUDENTS

Damaging school property	65%
Cutting class	64
Being drunk or stoned	63
Not obeying teachers	62
Stealing	59
Fighting	45
Dealing drugs	39
Being unfairly punished	29
Being sexually harassed	9
Other	13
None	2

When examining this table it should be kept in mind that those problems listed (except being unfairly punished) are basically problems initiated by students. It cannot be assumed that the list defines a universe of problems in a school.

From the same list of problems respondents were asked to choose the one they thought to be most serious.

TABLE 10
FIRST MOST SERIOUS PROBLEM

Cutting class	21%
Being drunk/stoned	16
Damaging school property	16
Stealing	15
Fighting	8
Not obeying teachers	8
Dealing drugs	4
Being unfairly punished	4
Being sexually harassed	1
Other	3
No response	5

It is clear that the most often cited problems and the most serious problems are not the same. It is interesting that cutting class was considered by more students (21%) to be the most serious problem of any of the problems listed.

Students were also asked how often the problem occurred that they selected as most serious.

TABLE 11

FREQUENCY OF MOST SERIOUS PROBLEM

Problem	% of those students who cited "every day"
Cutting class	79%
Not obeying teachers	76
Dealing drugs	72
Being drunk or stoned	68
Being sexually harassed	62
Being unfairly punished	42
Stealing	42
Damaging school property	27
Fighting	17

This table helps to draw a picture of the everyday reality of students who have cited serious problems. Four-fifths of those students who mentioned cutting class stated that this problem occurred daily. In similar fashion, those who cited "not obeying teachers", "dealing drugs", "being drunk or stoned" and "being sexually harassed" indicated that these were problems that happened routinely.

The table below shows the same problems listed in order of seriousness and broken down by who students think should solve them. When reading the table, remember that only those who mentioned a specific problem were asked who should solve that problem.

TABLE 12

WHO SHOULD SOLVE PROBLEM?

Problem	Teachers	Students	Parents	Principal	VP
Cutting class	28%	54%	32%	29%	18%
Being drunk or stoned	18	54	40	33	15
Damaging school property	26	64	24	36	19
Stealing	27	51	20	45	21
Fighting	15	48	19	40	15
Not obeying teachers	47	37	23	24	12
Dealing drugs	24	46	40	41	16
Being unfairly punished	25	22	19	55	22
Being sexually harassed	-- insufficient data --				

NOTE: Totals are more than 100% due to multiple responses.

It is interesting that, except for the problems of "not obeying teachers" and "being unfairly punished", students mentioned themselves and other students more often than adults as the ones who should solve each problem.

Students were next asked about what happens when a student complains to a teacher or principal about the problem designated as most serious.

TABLE 13

WHAT HAPPENS?

	Nothing	Only those responsible get in trouble	People not responsible get in trouble	Don't Know
Cutting class	14%	44%	4%	38%
Being drunk or stoned	24	30	3	42
Damaging school property	18	34	14	34
Stealing	36	24	5	35
Fighting	15	51	9	25
Not obeying teachers	23	33	10	35
Dealing drugs	18	28	4	49
Being unfairly punished	55	8	12	25
Being sexually harassed	-- insufficient data --			

The most obvious aspect of this table is that there was a high percentage of "don't know" what happens. On a percentage basis (but not in absolute terms), those who saw "being unfairly punished" as the most serious problem were the most likely to feel that nothing was done when a complaint was made.

WHAT SHOULD BE DONE

Students were asked what they thought should be done about the problem they selected as the most serious. Overall the responses were quite varied.

The most often mentioned solutions to the problem of cutting class were: make classes more interesting (9%), stricter controls (9%), and strict penalties (9%). Taken as a group, the solutions for cutting class that referred to parents (notify parents, get parents involved, it's parents' responsibility, student/school/parent involvement) totaled about 10% of all responses.

Among those who cited "being drunk or stoned", 12% thought expulsion or suspension would be the best solution. About 12% mentioned the parents, and 8% stated that nothing can be done.

Expulsion or suspension (9%) was most often given as a solution for damaging school property. About 8% mentioned the parents. This was followed by strict penalties (7%) and stricter teachers (6%).

WHAT HAPPENS TO STUDENTS

Students were asked about incidents that have happened to them in the last 12 months.

TABLE 14
INCIDENT IN THE LAST 12 MOS.

Incident	% Yes
Someone took something other than money	50%
Someone hit you	31
Someone threatened to hit you	31
Someone threatened you	28
Someone took money	26
Someone sexually harassed you	7
Someone beat you up	4

Overall 69% of the sample indicated that at least one of the above had happened to them in the last 12 months. Among this 69% there are some interesting subgroup differences concerning the type and frequency of incidents that were likely to have happened.

For instance, looking at the most frequently checked problem, "Someone took something other than money", by region of the state indicates there are differences. Fifty-five percent of those students in the southwest and 54% of those east of the Cascades stated this problem had happened to them. Forty-nine percent (49%) in both the Tri-County area and North Coast and only 44% in the Willamette Valley indicated this.

The table below shows the responses to "Someone took something" by grade of the student.

TABLE 15

SOMEONE TOOK SOMETHING OTHER THAN MONEY

	Grade					
	7	8	9	10	11	12
Yes	60%	60%	54%	40%	40%	40%
No	39	38	44	58	57	58
No response	1	2	2	2	3	2

Sixty percent of those in 7th grade have had something other than money taken from them compared to 40% of those in 12th grade. As a general theme this pattern holds up across most of the data. Younger students were more likely to report having experienced a problem than older students. There is one notable exception to this, however. Those students who claim to have been at a school for more than four years are more likely to have experienced some of the problems listed. There appears to be a curvilinear pattern. Incidence rates start high for those who have been in a school less than one year. Rates decrease as length of time in school increases, until at 4+ years rates jump up again.

TABLE 16

LENGTH OF TIME IN SCHOOL BY INCIDENCE RATE

	Years at school				
Someone took something other than money	Less than 1	1-2	2-3	3-4	4+
Yes	52%	49%	48%	44%	53%
No	46	50	48	56	45
NR	2	1	2	0	2

Looking at those students who have been hit by other students, grade is once again important. Fifty-six percent of all 7th graders have been hit in the last 12 months. Only 10% of those in Grade 12 report having been hit. Males (looking at all grades) were almost twice as likely as females to have been hit (40% to 22%). Those who have been at their school for more than 4 years were also almost twice as likely to have been hit than those who have been at their schools 3-4 years (39% to 22%).

In terms of region, 41% of students from the North Coast report having been hit in the last year. Forty percent of those from the Southwest report being hit, 36% from east of Cascades and 26% from the Willamette Valley and the Tri-County area.

Of the total sample, 79 respondents stated they had been beaten up in the last year. This represents about 4% of the sample. Even given the small number of cases, there are some significant relationships present. For instance, 7th graders were much more likely to state that they had been beaten up than students in higher grades (10% to 2%). Males were more likely to report having been beaten up than females (5% to 2%).

Seven percent (150) of the students surveyed stated that they had been sexually harassed in the last twelve months. Again the same patterns hold up. Younger students were more likely to claim to have been sexually harassed. Not surprisingly, females were twice as likely to have been sexually harassed as males (10% to 5%).

Students were asked which incident, if there had been more than one, was the most recent.

TABLE 17
MOST RECENT INCIDENT

No incident in last year	31%
Someone took other than money	24
Someone hit you	12
Someone took money	11
Someone threatened to hit you	8
Someone threatened you	8
Someone sexually harassed you	4
Someone beat you up	1
NR	2

When asked who had done whatever it was that happened, 27% stated they did not know. Forty percent stated that students their own age were involved and 19% believed that older students were the ones who had done it. Teachers were cited in only 3% of the incidents. However, among those students who said they had been sexually harassed, 17% stated that teachers were guilty of the harassment.

Students were asked to tell where and when the most recent incident occurred. Twenty-three percent of students who reported having a problem stated that it occurred in the locker room. Of these, over 90% of the incidents involved having something stolen. Twenty-one percent of all incidents were reported as having taken place on school grounds, 18% in the halls, and 14% in the classrooms. Of the incidents that occurred in the classroom, 45% involved having something other than money taken, 18% involved being threatened (two categories combined) and 6% involved sexual harassment.

The table below shows when these incidents took place.

TABLE 18

WHEN?

During class	39%
Between classes	18
After school	15
During lunch	9
Before class	5
During recess	1
Other	10
NR	3

Thirty-nine percent of the problems occurred during class time, 18% took place between classes.

Finally, students who had had problems were asked about who, other than a friend, was told. Forty-six percent stated they told someone other than a friend, 46% stated they did not, and 8% did not respond.

BEST THINGS, WORST THINGS, COMMENTS

Students were asked what they liked most and what they liked least about their schools. The questions were open-ended so that they could express in their own words what they thought about their school.

There was a wide range of responses and many students gave detailed answers to the questions. Some students also wrote extensive remarks in the space given for additional comments.

A. THE BEST THINGS ABOUT SCHOOL

There were 4,851 answers given to "What are the two or three best things about your school?" These results are enumerated in the table below.

TABLE 19
BEST THINGS ABOUT SCHOOL

	Number of Responses	% of All Responses	% of Students
Caring and/or competent teachers, other positive comments about staff	998	21%	49%
Sports program and/or activities	738	15	37
Friends, friendly atmosphere, caring students	559	12	29
Good classes and/or high-quality education, variety of classes	510	10	25
Specific class or program	429	9	21
Condition of school	171	4	9
Good lunch	127	3	6
Other	1321	27	60
	4851		

Twenty-one percent of the positive replies concerned school personnel, principally teachers: "Some teachers who care about students act 'human' around them;" "The teachers work hard to help you learn;" "We have skilled

teachers that care about the student's welfare;" "The teachers, for the most part, really care about the students. It's easy to find help;" "The principal really knows his job."

A good athletic program and/or activities were important to many students: "Good sports program and facilities...;" "the sports;" "PE program -- you can choose the things you like to do so you don't get so bored;" "The activities it is possible to participate in and gain valuable experience about how to get things done..."

Next in priority were answers about friendly, caring students or a friendly atmosphere: "My friends are nice;" "Cross section of people -- all different types of people;" "The friendly people. Everyone seems to know each other and usually get along O.K."

Good classes, high quality of education, and variety of classes and programs followed: "The level of education available is terrific;" "You have a lot of choice of what you can take;" "Possibilities for an excellent education, especially if accelerated classes are taken."

There were numerous responses about specific classes and programs: "The TAG program and the emphasis it receives here;" "English education is the best;" "Art education is well rounded and encourages students' abilities..." "The Music Program. We have the best...in the Northwest."

There was a wide range of other positive comments: "The whole school is built and maintained the way a high school should (be): to benefit students and get them ready to leave school;" "The freedom they let you have -- not like a prison all the time;" "With an open campus, students who don't care to study do not get in the way of those who do;" "Because the campus is so nice, it makes you feel good. It makes it easier to learn."

The same five categories received the highest percentage of replies in all five geographical regions: (1) friendly, caring teachers, and other staff, (2) sports programs and/or activities, (3) friends/caring students and/or a friendly atmosphere, (4) good classes and/or high quality of education; and (5) a specific class or program. Over sixty percent (60%) of the answers in each of the regions were in these five categories.

There were differences along sexual lines, however. Of the female students, sixty-two percent (62%) listed friends/friendly atmosphere, etc. while only thirty-eight percent (38%) of the male students listed these. On the other hand, sixty percent (60%) of the male students listed a specific class or program as one of the best things about their school compared with only forty percent (40%) of the female students. Fifty-seven percent (57%) of the boys listed a good sports program and/or activities in comparison to 43% of the girls.

B. THE WORST THINGS ABOUT SCHOOL

There were 4700 replies given for "What are the two or three worst things about your school?" Again, the table below summarizes the major findings.

TABLE 20
WORST THINGS ABOUT SCHOOL

	Number of Responses	% of All Responses	% of Students
Students-student related problems	1474	32%	72%
Uncaring/incompetent teachers, other negative comments about staff	670	14	33
Unfairness, attendance policies, closed campus, lack of freedom	475	10	23
Poor lunches	305	6	15
Condition of schools	223	5	11
Boring classes and/or not directed to needs	199	4	10
Poor sports program and/or not enough activities	157	3	8
Other	1197	25	59
	4700		

Over thirty-two percent (32%) of all responses involved student behavior and/or attitudes or specific student-related problems as one of the worst things about their school. Within this group, forty-six percent (46%) were on poor attitudes, lack of school spirit, students who look down on and/or harass other students or "cliques": "The students; some students just don't have the attitude to learn. This can effect everyone;" "Kids don't care about the school or school property;" "A majority of students are in their own group and won't allow others to enter;" "The student body, on the whole, lacks respect, manners, and some common decencies;" "Some students don't realize the advantages they have here and abuse the good rights they've been granted;" "Kids that skip, swear and smart off to the teachers."

Some differences were according to grade level or sex. The poor attitude of students and/or poor school spirit was much more important to the older students. There was a steady progression from 9% of the seventh graders mentioning this to twenty-four percent (24%) of twelfth graders. On the other hand, students who look down on and/or harass other students was listed by 13% of seventh graders but only five percent of 12th graders; and fighting was listed by seven percent (7%) of seventh graders but was hardly mentioned by eleventh and twelfth graders.

Girls were more concerned about the poor attitude of students and/or lack of school spirit than were boys. Fifty-nine percent (59%) of females listed this, forty-one percent (41%) of males. The largest sexual difference was in relation to smoking. Sixty-two percent (62%) of girls listed it, only 38% of the boys.

Fifty-four percent (54%) of the replies metioned specific student-related problems. (See Table 21 below).

TABLE 21
SPECIFIC PROBLEMS

	Number of Responses	% of All Responses	% of Students
Drugs	274	6%	13%
Vandalism	172	4	8
Smoking	109	2	5
Stealing	88	2	4
Fighting	88	2	4
Cutting classes	59	1	3

Half of these listed drugs and/or "stonies" and/or alcohol or vandalism: "drug & alcohol abuse & dealing;" "Kids stoned and drunk;" "Too much drugs and stuff;" "Stoners - people coming to school stoned. School damage--Stoners thinking they're cool breaking things;" "The vandalism is getting really bad, and with the cut budget, many things that are damaged are irreplaceable." Most of the students who listed smoking wrote strongly about it: "I can't stand walking into the bathroom and having a wall of cigarette smoke hit me in the face."

It might be expected that drugs and/or "stonies' and/or alcohol would be mentioned more often by students in the heavily populated Tri-County and Willamette Valley areas. However, the percentage of students who listed them as one of the worst things in their school was slightly higher in the Southwest and east of the Cascades. On the other hand, vandalism was mentioned more often in the Tri-County and North Coast areas.

The next largest category was school personnel: uncaring and/or incompetent teachers, counselors, principals and other staff. The majority of those mentioned were teachers: "Some teachers don't really give a darn about what they're doing. It just pays the bills;" "There are teachers in this school who are apathetic toward courses and the students whom they teach;" "Incompetent teachers who laze around and take advantage of their tenure...;" "Lousy teachers, who depend on visual aids to teach instead of good teaching skills;" "Teachers who care more about punishing students than giving good education;" "Teachers! Some teachers here are absolutely terrible! They know the material, but they just aren't cut out for teaching..."

Unfairness, attendance policies, closed campus and lack of freedom also brought numerous comments; "Some teachers grade unfairly and there's little one can do about it;" "The rules are much too strict. They treat us like babies;" "Too much control -- no freedom to grow or to be an adult;" "I suppose any school has hard & unfair graders. But I think (school) got a double, triple blessing;" "Closed campus -- people leave anyway;" "The unreasonable suspensions and expulsions that happen for almost no reason;" "No uniqueness -- it is like a mold for society."

The comments on school lunches were usually short and pointed: "Lunches--Rotten;" "The food is terrible...;" "School lunches are horrible;"

Answers about the condition of the school itself referred to lack of paint, worn-out buildings, insufficient facilities, crowded classrooms and dirt and litter in the buildings and/or on the grounds.

C. ADDITIONAL COMMENTS ABOUT SCHOOL

The last question in the questionnaire gave students the chance to make additional comments about their school. Below are excerpts on a variety of subjects.

A SCHOOL -- PRO

"I really enjoy going to school here and I wouldn't trade it for anything. Every school is bound to have problems so we should just work them out in the best way possible."

"All in all, this school is great, it does have a few bad spots, but if it wasn't great, I wouldn't be going here. I have formed many relationships with teachers as well as students. Almost all my classes are interesting and worth-while."

"I think this school is really great. I mean that first I was failing. Then I got more help from teachers and now I am passing."

"During the time I have spent here, my teachers cared about how I was doing, and they helped me decide what classes are best to take so that I can further my education when I leave. If I had a problem, they were willing to listen, which is better than no one caring what happens to you once you leave high school. In all, I think I could plainly say, I <u>love</u> high school."

A SCHOOL -- CON

(These comments came from one junior high school)

"I think this school would have a much more free atmosphere if the teachers weren't so strict. It feels like a prison-camp. There are so many rules it feels like your breaking the law every time you do something."

"This school is the worst school I've ever been to because of the rules and the strictness and how most of the teachers don't care except for Mrs. _____ but I can put up with it."

"Most of the time I can't stand this school because of the teachers. They've mostly ruined my 8th grade year. They can't control the kids and they mostly don't want to. They really don't even care. I mostly can't stand it because they watch you like hawks when you eat and you can't even talk during lunch plus half the time when you tell the truth they don't even believe you."

"It was good last year. Things changed. We are only objects like we don't have feelings. More suspensions have taken place this year than in the last three years."

PRO AND CON

"I think most of the students really like going here. The atmosphere is relaxed and friendly. New kids feel at home fast. The teachers are excellent. You learn fast and without an excess of work that isn't needed."

"I feel that the school is very bad. Only very few of us are fortunate enough to get the few very good teachers that we have. I think 3/4 of the teachers could care less about what happens to the students. I also feel that the education is terrible, especially in preparing those of us who plan on going to college."

"I think we have some of the best teachers the state has to offer and one of the best educational systems. It's too bad we have the problems with skipping and drugs. I think the discipline is too easy going and that rules need to be enforced."

DO SOMETHING!

"We really do need something done at our school with people who deal drugs. All our school will be known for is stoners if we don't get something done."

"The head people at this school are always saying things that they are going to do but never do anything. If they would just make the kids do it and start kicking some out I think this school would straighten up a little."

"Too many things are only talked about and nothing ever seems to get done. I feel that if there is a problem or something someone wants to see done it should be solved or done and not someone just reading or hearing about it and saying 'That's a good idea' then not doing anything about it."

"I would like to have the school have more school activities such as more dances and things like that. Maybe if we start doing things together we will stop fighting and stealing from each other."

EDUCATION

"This is a really good school if we could just get a few more bad things out of our way to help the students who come here to learn! We do have people that want an education at this school."

"I think the school leans more towards the students who are here because they have to be and not enough towards the students who want to be here. Harder classes should be available and different requirements."

"The school does not realize that some kids actually want something to hold them through college. This is when we will learn what we need so I think the teachers should give an extra effort to the few who want an education."

"I can't express the anger inside of me when it comes to teachers grading students. It's so unfair it's pathetic! A grade to them is just a letter on paper. That letter is hours of work done by the student. THAT'S OUR FUTURE. Teachers <u>need</u> to take students' grades more seriously."

TENURE

"I also think tenure should be abolished. The idea of that is ridiculous. I have seen teachers that are not fit to be teaching in any school. Teachers should be evaluated often and thoroughly."

"I wish that there wasn't the tenure policy. Some of the teachers are so bad at this school. I think that they should be interviewed every year or so to see if they are fit for the job."

"Apathy on part of teachers and students...This can be attributed directly to teacher tenure. A good majority of the teachers have taught here for over 25 years. Consequently their ideas and enthusiasms have withered. They make little effort to revise and revamp their teaching procedures. In other words they are burnt out and bore the students who want to learn."

LET US GROW UP!

"Also we are not babies anymore. Why shculd we have to line up to go to and fro to classes, lunch etc? If they are supposed to be getting us ready for High School they are not by having us line up!"

"I like the school a lot, it's just that sometimes it seems we are too protected here from the outside world. -- we are not given room to be adults. For instance, Mom still has to call in when I'm sick. It seems like they shelter you, and then, after you graduate, they throw you out into the 'real world' and expect you to survive."

"I feel that students are not being trusted enough. Example: You need a teacher to get a drink or go to your locker--or a hall pass--or you need a note to get inside the library. I feel a person should be able to go into the library to study and read at anytime of the school day he wishes. But NO! You need a note from your teacher. I don't think that's right."

DRUGS

"Also people around here, almost everyone is into drugs, either dealing or buying and most teachers don't do anything when students come to class wasted."

"I think this is a pretty good school except for the people who get stoned, etc. It's gross and disgusting and hard to learn with some of the hoods around."

"A lot of kids openly come to school stoned without any reprimand... Drug & alcohol abuse is very strong."

"Most kids don't give shit about school. They come into class stoned and don't care what kind of grade they get."

"I think if we could clean all the junkies out of school we could get some really serious learning done."

APPENDIX - A

QUESTIONNAIRE

This survey asks about your school and things that sometime happen at school. Please answer each of the questions as completely as you can. All of your answers are SECRET. NO ONE at your school will ever see your answers. Thank you for your help with this survey.

SECTION I

The first section asks some questions about you and what you think about your school. Just CIRCLE your answer.

1. What grade are you in? (CIRCLE ANSWER)

   7 8 9 10 11 12

2. How old will you be on your next birthday?

   11 12 13 14 15 16 17 18 19 20 21

3. What is your sex?

   Female Male

4. How many years have you lived in this community? (CIRCLE NUMBER OF YOUR ANSWER)

   1. LESS THAN 1 YEAR
   2. 1-2 YEARS
   3. 3-4 YEARS
   4. 5-6 YEARS
   5. MORE THAN 6 YEARS

5. How long have you been going to this school?

   1. LESS THAN 1 YEAR
   2. 1-2 YEARS
   3. 2-3 YEARS
   4. 3-4 YEARS
   5. MORE THAN 4 YEARS

6. In general, how do you feel about going to this school?

   1. LOVE IT
   2. LIKE IT
   3. IT'S SO-SO; OK
   4. DON'T LIKE IT
   5. HATE IT

7. Is the education you are receiving at this school:

   1. VERY GOOD
   2. GOOD
   3. SO-SO; OK
   4. POOR
   5. VERY POOR
   6. DON'T KNOW

8. If you had a choice, would you rather go to some other school or continue going to this one?

   1. GO TO SOME OTHER SCHOOL
   2. CONTINUE GOING TO THIS SCHOOL
   3. DON'T KNOW

9. After you finish high school, what do you plan to do?

   1. CONTINUE YOUR EDUCATION (Go to college, vocational training, e
   2. GET A JOB
   3. ENLIST IN THE ARMED SERVICES
   4. OTHER (FILL IN) _____
   5. DON'T KNOW

SECTION II

10. How strict are your teachers?

1. TOO STRICT
2. ABOUT RIGHT
3. NOT STRICT ENOUGH

11. How strict is the Vice-Principal at your school?

1. TOO STRICT
2. ABOUT RIGHT
3. NOT STRICT ENOUGH

12. How strict is the Principal at your school?

1. TOO STRICT
2. ABOUT RIGHT
3. NOT STRICT ENOUGH

13. Here is a list of problems which are found in some schools. Please place a '1' by the most serious problem at your school, a '2' by the second most serious problem, and a '3' by the third most serious problem at your school.

_____CROWDED CLASSROOMS
_____TEACHERS WHO DON'T CARE ABOUT TEACHING
_____STUDENT CONDUCT
_____STUDENTS WHO DO NOT CARE ABOUT LEARNING
_____SCHOOL BUILDING RUN DOWN
_____NO SCHOOL SPIRIT
_____TEACHERS WHO ARE NOT STRICT ENOUGH
_____OTHER (FILL IN) _____
_____NONE OF THESE ARE PROBLEMS AT MY SCHOOL

SECTION III

Now, please read the following statements and CIRCLE whether this is a TRUE or FALSE statement. Answer as close to your own feelings as possible.

14. Most of my teachers care about me.

TRUE
FALSE
DON'T KNOW

15. Most of the students I know at this school do not care about getting an education.

TRUE
FALSE
DON'T KNOW

16. This school would be better if my teachers would be more strict in class.

TRUE
FALSE
DON'T KNOW

17. Most of the students I know like this school.

TRUE
FALSE
DON'T KNOW

18. Most of the students in my classes pay attention to their teachers.

TRUE
FALSE
DON'T KNOW

19. This school does a good job of teaching me the things I need for the future.

TRUE
FALSE
DON'T KNOW

20. My teachers should demand more work from students.

TRUE
FALSE
DON'T KNOW

21. My parents care a lot about what is going on at this school.

TRUE
FALSE
DON'T KNOW

22. Most of my teachers are very hard workers.

TRUE
FALSE
DON'T KNOW

23. Most of my teachers don't respect students.

TRUE
FALSE
DON'T KNOW

SECTION IV

The next part of the survey asks about things which sometime happen at school.

24a. First read the following list. CHECK any that you think are problems among students at your school.

1. ____STEALING
2. ____FIGHTING
3. ____DAMAGING SCHOOL PROPERTY
4. ____CUTTING CLASS
5. ____BEING DRUNK OR STONED AT SCHOOL
6. ____BEING UNFAIRLY PUNISHED
7. ____BEING SEXUALLY HARRASSED
8. ____DEALING DRUGS
9. ____NOT OBEYING TEACHERS
10. ____OTHER (FILL IN)_____

_____

_____

_____NONE OF THESE ARE A PROBLEM AT MY SCHOOL.

(IF YOU CHECKED "NONE" IN QUESTION 24a, PLEASE TURN TO PAGE 8 AND ANSWER QUESTION 25)

24b. Now we would like you to select the most serious problem at your school and enter the number for that problem in the box below. Select the second and third most serious problems and fill in those boxes.

1st Most Serious Problem ☐

24c. How often does this happen?(CIRCLE NUMBER)

1. EVERYDAY
2. 2 OR 3 TIMES A WEEK
3. ONCE A WEEK
4. ONCE A MONTH
5. ONCE EVERY FEW MONTHS
6. ONCE A YEAR AT MOST

2nd Most Serious Problem ☐

24c. How often does this happen (CIRCLE NUMBER)

1. EVERYDAY
2. 2 OR 3 TIMES A WEEK
3. ONCE A WEEK
4. ONCE A MONTH
5. ONCE EVERY FEW MONTHS
6. ONCE A YEAR AT MOST

3rd Most Serious Problem ☐

24c. How often does this happen? (CIRCLE NUMBER)

1. EVERYDAY
2. 2 OR 3 TIMES A WEEK
3. ONCE A WEEK
4. ONCE A MONTH
5. ONCE EVERY FEW MONTHS
6. ONCE A YEAR AT MOST

24d. Who should solve this problem?

1. TEACHERS
2. STUDENTS
3. PARENTS
4. PRINCIPAL
5. VICE-PRINCIPAL

24e. When a student complains to a teacher or principal/ vice principal about this problem, what happens?

1. NOTHING HAPPENS
2. ONLY THE PEOPLE RESPONSIBLE GET IN TROUBLE.
3. PEOPLE WHO ARE NOT RESPONSIBLE GET IN TROUBLE.
4. DON'T KNOW.

24f. What should be done about this problem?

(FILL IN)_____

24d. Who should solve this problem?

1. TEACHERS
2. STUDENTS
3. PARENTS
4. PRINCIPAL
5. VICE-PRINCIPAL

24e. When a student complains to a teacher or principal/vice-principal about this problem, what happens?

1. NOTHING HAPPENS
2. ONLY THE PEOPLE RESPONSIBLE GET IN TROUBLE.
3. PEOPLE WHO ARE NOT RESPONSIBLE GET IN TROUBLE.
4. DON'T KNOW

24f. What should be done about this problem?

(FILL IN)_____

24d. Who should solve this problem?

1. TEACHERS
2. STUDENTS
3. PARENTS
4. PRINCIPAL
5. VICE-PRINCIPAL

24e. When a student complains to a teacher or principal/ vice-principal about this problem, what happens?

1. NOTHING HAPPENS
2. ONLY THE PEOPLE RESPONSIBLE GET IN TROUBLE.
3. PEOPLE WHO ARE NOT RESPONSIBLE GET IN TROUBLE.
4. DON'T KNOW

24f. What should be done about this problem?

(FILL IN)_____

SECTION V

25. Have any of the following happened to you within the last 12 months while at school or going to and from school? (CIRCLE ANSWERS)

Someone took money from you.

YES NO

Someone took something other than money from you.

YES NO

Someone hit you.

YES NO

Someone beat you up.

YES NO

Someone threatened to hit you or beat you up.

YES NO

Someone sexually harassed you.

YES NO

Someone threatened you.

YES NO

(IF YOU ANSWERED NO TO ALL OF THESE, PLEASE SKIP TO Q.31 ON PAGE 11)

26. What was the MOST RECENT incident? (CHECK ONE)

____SOMEONE TOOK MONEY FROM YOU.
____SOMEONE TOOK SOMETHING OTHER THAN MONEY FROM YOU.
____SOMEONE HIT YOU.
____SOMEONE BEAT YOU UP.
____SOMEONE THREATENED TO HIT YOU OR BEAT YOU UP.
____SOMEONE SEXUALLY HARASSED YOU.
____SOMEONE THREATENED YOU .

27. Who did this? (CHECK ONE)

____STUDENT YOUR OWN AGE
____YOUNGER STUDENT
____OLDER STUDENT
____NON-STUDENT
____TEACHER
____PRINCIPAL/VICE-PRINCIPAL
____OTHER ADULT BESIDES TEACHER OR PRINCIPAL/VICE-PRINCIPAL
____DON'T KNOW

28. Where did this happen?

____GOING TO OR FROM SCHOOL
____ON THE SCHOOL GROUNDS
____ON A SCHOOL BUS
____IN A CLASSROOM
____IN A BATHROOM
____IN A LOCKER ROOM
____IN THE HALLS
____OTHER (FILL IN)_____
____DON'T KNOW

29. When did this happen? (CHECK ONE)

____BEFORE SCHOOL
____DURING CLASS
____BETWEEN CLASSES
____DURING LUNCHTIME
____DURING RECESS
____AFTER SCHOOL
____DON'T KNOW

30. Did you tell anyone besides a friend about this? (CIRCLE ANSWER)

YES

30a. Who did you tell?

1. TEACHER
2. PRINCIPAL/VICE-PRINCIPAL
3. ADULT AT HOME
4. POLICE
5. OTHER (FILL IN)_____

_____

30b. As far as you know, what happened?

1. ACTION WAS TAKEN AGAINST PEOPLE WHO DID IT.
2. NOTHING HAPPENED.
3. DON'T KNOW

30c. If the same thing happened to you tomorrow, would you tell:

1. TEACHER
2. PRINCIPAL/VICE-PRINCIPAL
3. ADULT AT HOME
4. POLICE
5. OTHER (FILL IN) _____

_____

6. NO ONE

NO

30a. Which of the following best describes why you did not tell a teacher, principal/vice-principal, adult at home, or police about this?

1. AFRAID OF BEING EMBARRASSED.
2. AFRAID OF GETTING MYSELF IN TROUBLE.
3. DIDN'T WANT TO GET THE PERSO WHO DID IT IN TROUBLE.
4. AFRAID OF REVENGE FROM THE PERSON WHO DID IT.
5. DIDN'T THINK ANYONE WOULD LIS
6. FIGURED IT WASN'T IMPORTANT.
7. DIDN'T THINK ANYTHING WOULD BE
8. OTHER (FILL IN) _____

_____

_____

30b. If the same thing happened tomorrow, would you tell:

1. TEACHER
2. PRINCIPAL/VICE-PRINCIPA
3. ADULT AT HOME
4. POLICE
5. OTHER (FILL IN)_____

_____

6. NO ONE

SECTION VI

31. What are the two or three best things about your school?

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

32. What are the two or three worst things about your school?

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

If you have any additional comments about your school , please add them on the lines below.

_____

_____

_____

_____

_____

_____